

N.J.A.C. 6:11-13

regulations

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- (a) general provisions apply
- (b) procedures for review and
- (c) compliance, enforcement

ADOPTED ADMINISTRATIVE CODE (N.J.A.C. 6:11-13)

Subchapter 13. Required Professional Development for Teachers

6:11-13.1 General provisions

- (a) The purpose of this subchapter is to govern the implementation of required professional development for active teachers. The rules define the categories of school personnel affected; the amount of required professional development and the period provided for fulfilling the requirement; the schedule by which the requirement is to be implemented; the procedures for review and approval of continuing professional development and/or inservice; professional responsibility for fulfilling the requirement; and the manner in which the requirement shall be monitored.
- (b) These rules affect all active teaching staff members employed as of September 2000 whose positions require possession of the instructional or educational services licenses in accordance with *N.J.A.C. 6:11-6,10 and 11*. The requirement for continuing professional development and/or inservice for active teachers shall take effect beginning in September 2000.
- (c) These rules apply to all district boards of education, charter schools, and nonpublic schools whose staff hold positions which require the possession of the instructional or educational services licenses. Hereinafter in this subchapter when the term district board of education is used it means and includes district boards of education, charter school boards of trustees and applicable nonpublic school governing bodies. In addition, the term district administrator means and includes district board of education administrator, charter school administrator and applicable nonpublic school administrator.

6:11-13.2 Amount, duration and content of required continuing professional development

- (a) Each active teacher shall be required to complete 100 clock hours of State-approved continuing professional development and/or inservice every five years. The initial five-year period shall extend from September 2000 to September 2005.
- (b) The content of each teacher's professional development shall be specified in a Professional Improvement Plan or, in the evaluation process of applicable nonpublic schools that:
 - 1. Meets common State standards for professional development established by the Commissioner of Education; and

2. Is developed in accordance with *N.J.A.C. 6:3-4.1* through 4.3 to meet the needs of the individual teacher in the context of his or her job.
- (c) Common standards for the content of State-required professional development shall emphasize, but not be limited to, knowledge and skills essential to achieve the Core Curriculum Content Standards, as they have been adopted by the State Board of Education.
 - (d) The 100-hour requirement may be satisfied through a combination of various State-approved experiences, as recommended by the Professional Teaching Standards Board (*N.J.A.C. 6:11-13.4*) and approved by the Commissioner of Education. Those experiences may include: formal courses and conferences sponsored by colleges, district boards of education, professional associations, training organizations or other entities approved by the Commissioner. Part or all of the 100 hour requirement may be satisfied through an inservice program which has been approved by the County Professional Development Board under standards established by the Commissioner based on the recommendations of the Professional Teaching Standards Board. Completion of each actual hour of inservice training shall satisfy one hour of state-required professional development.

6:11-13.3 Procedures for review and approval of professional development

- (a) There shall be established within the Department of Education a Professional Teaching Standards Board comprised of 19 members including: 10 classroom teachers; two college representatives, at least one of which represents a teacher education program; three district administrators; two members of local boards of education; and two members of the general public. The members shall be appointed by the Commissioner with the approval of the State Board. The initial terms of charter members shall be staggered to assure continuity with half of the members serving two years and the other half serving three years. Subsequent terms shall be two years. Members can be re-appointed up to three times. The Commissioner shall solicit nominations from the major professional associations for the respective members. The Commissioner or his or her designee shall serve *ex-officio* on the board.
- (b) With regard to State required professional development, the Professional Teaching Standards Board shall:
 1. Develop and recommend to the Commissioner implementation procedures, standards and/or criteria and a schedule of implementation for the regulations;

2. Advise the Commissioner of Education, based on research and surveys of practicing professionals, concerning common standards to assure that required professional development experiences are challenging and meaningful to teachers and relevant to the task of enabling students to achieve high academic standards;
 3. Disseminate Requests for Professional Development Proposals to potential providers;
 4. Review and recommend to the Commissioner approval/nonapproval of all providers and/or program offerings proposed by affiliated groups, professional teaching associations, colleges and universities, professional development schools, and other nondistrict providers based on established criteria developed by the Professional Teaching Standards Board and approved by the Commissioner of Education;
 5. Disseminate a list of all approved providers to district boards of education;
 6. Establish standards and criteria for review and approval of inservice and other professional development programs of district boards of education and other professional development opportunities for teachers including instructorships in professional development schools and colleges, curriculum development activities, and sabbaticals; and
 7. Maintain a Statewide list of approved trainers for inservice efforts.
- (c) There shall be established a County Professional Development Board in each county of the State. The board shall be comprised of 15 members from the respective county appointed by the Commissioner at the recommendation of the county superintendent of schools for a term of two years. Such members shall include seven active teachers, two college representatives, two district administrators, two school board members, two members of the general public and the county superintendent as a nonvoting member. The initial terms of charter members shall be staggered to assure continuity with half of the members serving two years and the other half serving three years. Subsequent terms shall be two years. Members can be re-appointed up to three times.
1. In developing recommendations for the Commissioner's consideration, the county superintendent shall solicit nominations from the county education association affiliate, local colleges, and associations that represent district administrators and school boards for their respective members.

2. The County Professional Development Board shall have the delegated authority of the Commissioner to review and approve the inservice professional development programs of district boards of education under standards established by the Commissioner on the recommendation of the State Professional Teaching Standards Board.
- (d) District boards of education shall be required to establish a Professional Development Committee comprised of four teachers, elected by the district board of education instructional and educational services staff through their majority representative, and two administrative staff appointed by the chief school administrator. Pursuant to *N.J.A.C. 6:11 -13.3 (b) 1*, such teacher elections and administrative appointments shall comply with such procedures, standards and/or criteria developed by the Professional Teaching Standards Board and approved by the Commissioner. The initial terms of charter members shall be staggered to assure continuity with half of the members serving two years and the other half serving three years. Subsequent terms shall be two years. Members can be re-appointed up to three times. Charter schools and applicable nonpublic schools shall have proportional representation.
1. The committee shall be empowered to work in conjunction with the chief school administrator, with input from parents, community members and local business leaders, to assess inservice needs and professional development opportunities and to plan and implement professional development programs in accordance with the standards recommended by the State Professional Teaching Standards Board and approved by the Commissioner. Plans developed by the local Professional Development Committee shall be presented to the County Professional Development Board and then to the district board of education for approval based on the committee's recommendations.

6:11-13.4 Compliance, enforcement and assistance

- (a) The 100 hours of approved professional development and/or inservice shall be legally binding and it shall be each active individual teacher's responsibility in conjunction with district board of education policies to take whatever steps are necessary in order to meet the requirement.
- (b) In addition to enforcing the 100-hour requirement, the State and employing district board of education shall actively assist and support a teacher's efforts to meet the requirement. Specifically, it is the responsibility of the local supervisor and district

administrator through the Professional Improvement Plan process or applicable nonpublic school evaluation process to monitor the teacher's efforts continuously through progressive supervision where the teacher's progress is inadequate.

6:11-13.5 Monitoring responsibility

- (a) To ensure that enforcement of the 100-hour requirement reflects a policy of continuous monitoring, constructive support and timely intervention, the requirements for professional development of active teachers shall also provide that:
1. In any instance where an individual teacher fails to make annual progress toward meeting the 100 hour requirement, or where a professional fails to satisfy the requirement fully within the five year period, the district administration shall take appropriate remedial action applying sound and accepted principles of progressive supervision as well as by using existing laws and rules to the fullest extent.
 2. The district administration shall be required to provide recognition of each teacher's fulfillment of the professional development requirement. Following the first five year cycle beginning in September 2000, the district administration shall be required to report annually to the Department of Education all instances of noncompliance and a description of actions taken to address them.
 3. The Department of Education, under advisement of the Professional Teaching Standards Board, shall monitor, assess and analyze the various professional development/professional development and/or inservice activities for their effectiveness in meeting the needs of the State, local boards of education and individual teachers. Based on the review of the Professional Teaching Standards Board, the Department of Education shall prepare an annual report for the State Board of Education. "Annual report" means a report providing information concerning the implementation of all the proceeding provisions of *N.J.A.C. 6:11-13* including those concerning the amount, duration and content of required continuing professional development; review and approval of professional development; compliance, enforcement and assistance; monitoring responsibility; and the future role of the Professional Teaching Standards Board.
 4. District self-evaluation programs shall be initiated under the direction of each County Professional Development Board so that there is a constant dialogue between and

among all those with a stake in the professional development of and/or inservice for teachers. This process shall be overseen and coordinated by the county superintendent of schools.

5. In June 2001, the Commissioner of Education shall submit a progress report to the State Board of Education to address implementation issues including funding and compliance, as well as any other issues that might arise.

6:11-13.6 Future role(s) of Professional Teaching Standards Board to create standards of professional conduct and performance

- (a) In addition to performing its regulatory role in recommending specific standards for the 100-hour professional development program requirement, the Professional Teaching Standards Board shall define within five years of its first meeting an affirmative, additional independent role for the board in establishing and advocating broader standards of professional performance and conduct.
- (b) Such standards shall embody those ideals which the teaching profession publicly advocates and to which it subscribes, above and beyond those minimum requirements that government establishes to protect the public.
- (c) In general, the board shall define its role to include, but not necessarily be limited to, the following:
 1. Establishing and advocating non-mandated standards of effective and ethical practice;
 2. Gathering and disseminating information on exemplary practice;
 3. Recognizing individual teachers who exemplify the board's standards, as well as exemplary schools and districts;
 4. Providing non-binding notices of noncompliance to individual districts and professionals who do not meet standards; and
 5. Where necessary, referring to the State any such instances of noncompliance where there may be cause for State action.

Nonpublic School Participation in Mandated Professional Development for Teachers

The adoption of *N.J.A.C. 6:11-13*, regarding mandated professional development for teachers, includes the participation of those individuals currently teaching in those nonpublic schools that require teaching staff to be licensed. These nonpublic school organizations must support the professional development of their teachers by participating in the program.

Nonpublic school organizations that require licensure for teachers and educational services personnel will participate in a number of ways with respect to the boards created for review and approval of professional development.

A. State Professional Teaching Standards Board

A seat on the state Professional Teaching Standards Board or PTSB will be provided for a member of a nonpublic school constituency, recommended by the Advisory Committee for Nonpublic Schools. The duties of this board are described in *N.J.A.C. 6:11-13.3 (b)*.

Nonpublic school organizations, such as individual dioceses, will be considered as district-level providers of inservice. Therefore, there is no need to submit offerings of professional development by these groups to the PTSB.

B. County Professional Development Boards

There will be one seat reserved on certain County Professional Development Boards (CPDB) for a nonpublic school organization whose central office is geographically located within the county. In the event that more than one nonpublic school organization has offices in the county, the Department of Education, in consultation with the Advisory Committee for Nonpublic Schools, will designate a seat on a neighboring CPDB for one of the organizations. The specific responsibilities of the CPDB are described in *N.J.A.C. 6:11-13.3 (c)*.

Nonpublic school organizations will submit their professional development plans to the appropriate CPDB only for those programs, which the organization is sponsoring for all or a portion of its teachers. These plans do not include the local programs of inservice offered by individual schools, which are already approved by the nonpublic school organization's Professional Development Committee.

C. Professional Development Committees of Individual Nonpublic School Organizations

These Professional Development Committees (PDCs) are the equivalent of those established by local school districts. These committees shall work with the appropriate members of the nonpublic school community in order to assess inservice needs and professional development opportunities and to approve the plans developed by individual schools. There is no requirement that inservice plans of individual nonpublic schools be submitted to the CPDB.

Standards for Required Professional Development for Teachers: A New Vision*

PREAMBLE

The New Jersey Professional Teaching Standards Board believes that educators must be dedicated to a continuous plan of professional development that begins with their preservice activities, that continues with their induction into the profession, and that extends through the life of their professional careers in education through on-going and sustained professional development endeavors. We further believe that effective educators are life-long learners, that professional development must be an on-going process of refining skills, inquiring into practice, and developing new methods.

The professional strengths and accomplishments of the school faculty at large must work to complement the learning needs and requirements of the entire student population. Professional development activities must also complement both the needs of the educator and the goals and objectives of the school district. Further, these activities must focus on the conditions which affect student learning in order for teachers to develop the knowledge and expertise needed to enable students to function as independent thinkers and creative learners both in the school community and in the larger environment of society as a whole.

In addition, professional development must engage each educator in a collegial and collaborative dialogue with other educators and education partners to broaden the knowledge and expertise needed to guide students toward the successful attainment and mastery of the New Jersey Core Curriculum Content Standards and to create supportive and effective schools.

We further believe that effective implementation of new techniques requires financial support, time and planning. Therefore, those new techniques and practices should be protected and nurtured as well as appropriately evaluated. Experimentation that is supported by a nurturing environment will encourage an atmosphere where educators constantly seek to learn about their work and to grow from the experience.

A common set of beliefs about teaching and learning is reflected in the following standards for professional development plans pursued by individual teaching staff members and for professional development plans created by the local professional development committees in school districts. These standards represent a new vision for professional development and provide guidance for the successful completion of the professional development requirements. The individual and district professional development plans should incorporate and be consistent with the standards, recognizing that not every standard needs to be addressed by every plan.

** These rules affect all active teaching staff members employed as of September 2000 whose positions require possession of the instructional or educational services license in accordance with N.J.A.C. 6:11-6.10 and 11.*

Standards for Required Professional Development for Teachers: A New Vision

EFFECTIVE PROFESSIONAL DEVELOPMENT

1. Enhances knowledge of subject content

- 1.1 assists educators in acquiring content knowledge within their own discipline(s) and in application(s) to other disciplines
- 1.2 enables classroom professionals to help students achieve the New Jersey Core Curriculum Content Standards (CCCS)
- 1.3 routinely reviews the alignment of professional development content with CCCS and with the Frameworks in all disciplines

2. Improves understanding of the academic, social, emotional, and physical needs of each learner and ensures that educators utilize appropriate teaching skills to enable students to meet or exceed their potential

- 2.1 enables educators to adjust instructional strategies based on knowledge of how students learn and develop
- 2.2 enables educators to plan and design approaches and strategies to support the intellectual, social, and personal development of each learner
- 2.3 assists educators to recognize students' strengths and potential
- 2.4 enables educators to respect students' talents, abilities and perspectives
- 2.5 enables educators to plan and design instructional strategies for inclusive classrooms
- 2.6 encourages the establishment of a learning environment that enhances student learning and critical thinking
- 2.7 supports a philosophy of school and classroom-based management which maximizes student learning

3. Reflects best available interpretations of relevant knowledge, including empirical research and the consensus of professional opinion in teaching, learning, and leadership

- 3.1 enables educators to:
 - 3.1.1 keep abreast of current educational research
 - 3.1.2 integrate new understandings into content and instruction
 - 3.1.3 enhance student learning through scholarship and experience
- 3.2 enables educators to provide challenging and developmentally-appropriate curricula that engage students in learning and thinking
- 3.3 acknowledges and respects the intellectual and leadership capacity of educators
- 3.4 enables educators to enhance their leadership skills and utilize them in the education community

4. Encourages educators to develop a variety of classroom based assessment skills

- 4.1 assists educators in adapting instruction based on observation and analysis of student work
- 4.2 enables educators to select, construct, and use assessment strategies for monitoring student learning
- 4.3 assists educators to develop assessment strategies linked to the CCCS

5. Provides for integrating new learning into the curriculum and the classroom

- 5.1 empowers educators to connect their learning to what they teach and to incorporate new concepts into practice
- 5.2 provides for initiation and implementation of desired change to achieve student outcomes
- 5.3 provides for ongoing support for individual educators within the school environment

6. Is based on knowledge of adult learning and development

- 6.1 recognizes adult motivation, stages of development, personal goals and needs and levels of expertise
- 6.2 encourages both the individual and the collaborative talents of educators
- 6.3 applies what is known about motivation for growth and enhances positive feelings of self worth
- 6.4 fosters confidence in educators' abilities to achieve success
- 6.5 utilizes a variety of models and approaches, such as individually-guided staff development, observation/assessment, involvement in a development/improvement process, training, inquiry, etc.

7. Is periodically assessed to show its impact on teaching practice and/or student learning

- 7.1 utilizes a careful analysis of classroom, school and other data to guide future professional development efforts
- 7.2 uses educators' self-assessment to evaluate the impact of professional development

8. Results from clear, coherent, strategic planning that is embraced and supported by the district's governing body and by all levels of the school system

- 8.1 delineates what students are expected to know and be able to do
- 8.2 supports a clearly delineated vision and is aligned with the district and school goals
- 8.3 focuses on sound, research-based theories in school management
- 8.4 focuses on individual, collegial, school, and district improvement
- 8.5 is perceived by the professional staff and the community as a critical part of the district's quest for excellence
- 8.6 fosters the use of reflection and self-assessment in professional and intellectual growth
- 8.7 allows educators to pursue personal educational opportunities that reflect the district's strategic plan
- 8.8 encourages careful experimentation with new practice and creative use of best practice
- 8.9 reflects the educational outcomes the district seeks to achieve
- 8.10 assists educators in analyzing disaggregated student data (i.e., gender, socioeconomics, ethnicity, and language) and in making decisions based on that data

9. Develops a school culture that fosters continuous improvement and that challenges traditional roles and relationships among educators

- 9.1 recognizes that collegial support and interaction are essential to the success of every aspect of education
- 9.2 provides for ongoing and meaningful collaboration among educators
- 9.3 values individual efforts at self improvement
- 9.4 provides educators with incentives and support to pursue a plan of continuous improvement
- 9.5 involves strong leadership from all areas of the school community to encourage a commitment to life-long learning
- 9.6 encourages creativity and innovation
- 9.7 supports the ongoing development of new skills in a collaborative environment
- 9.8 values the contribution of practitioners in the pursuit of enhanced student learning

10. Is supported by the intellectual and financial commitment which enables the achievement of professional development plans

- 10.1 is an on-going process which respects the personal strengths and needs of each educator
- 10.2 encourages governing bodies to support and participate in learning experiences that will enhance their understanding of good professional development
- 10.3 encourages school administrators to support and participate in professional development that will enhance student learning
- 10.4 is supported by a continuous and sufficient commitment of funding to achieve the professional development plans
- 10.5 increases public understanding and encouragement for professional development, including the need for time and financial support
- 10.6 includes access to technologies and other modern resources that are essential to effective professional work and learning

11. Is supported by sufficient time during working hours to engage in collegial consultation and learning and to support professional development

- 11.1 provides time for educators to team plan, collaborate, analyze data and student work, develop and implement instructional practices, curricula and assessments, implement federal, state, and local mandates, etc.
- 11.2 recognizes and considers the professional and personal obligations of the individual educator

12. Empowers educators to work effectively with parent and community partners

- 12.1 assists educators in establishing relationships and partnerships with parents and families
- 12.2 enables educators to identify and use community resources to foster student learning
- 12.3 promotes an environment where educators feel comfortable and confident working collaboratively with other educators, parents, business and community leaders